ResultsMatter
Nebraska

Child, Program and Family Outcomes
Technical Assistance Document

for

Early Childhood Education Programs
operated by Public School Districts
and Educational Service Units

Updated August 2011

NEBRASKA DEPARTMENT OF EDUCATION

For more information about Results Matter contact:

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Nebraska Department of Education
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Nebraska Early Development Network
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Nebraska Department of Education
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Nebraska Early Childhood Education Endowment Fund
http://www.singasongofsixpence.org/
Nebraska Child and Families Foundation
Phone: 402-476-9401

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Results Matter in Nebraska

This technical assistance document is intended for use by teachers, practitioners, and program administrators who are responsible for measuring and reporting child, program and family outcomes. Unless otherwise noted, these requirements apply to all children birth to age five enrolled in any public school district (hereafter referred to as district) or Educational Service Unit (ESU) early childhood program and/or service.

Results Matter in Nebraska is a child, program, and family outcomes measurement system designed and implemented to improve programs and supports for all young children birth to age five (B-5) served by districts and their community partners, which may include Head Start and other community early childhood programs.

Districts and ESUs are expected to serve children within inclusive classrooms that represent a full range of abilities and disabilities and the social, linguistic, and economic diversity of families within the community.

Results Matter is responsive to Nebraska Department of Education (NDE) Rule 11–Regulations for Early Childhood Programs, Rule 51–Regulations and Standards for Special Education Programs, and the federal mandate of the Individuals with Disabilities Education Act (IDEA) Part C (birth to age three) and Part B-619 (ages three to five).

Measuring Progress

Results Matter measures child progress and program quality to accomplish these purposes:
- improve experiences, learning, development, and lives of young children birth to age five and their families;
- inform program practices;
- demonstrate program effectiveness;
- guide the development of local and state policies and procedures; and,
- provide data to demonstrate results.

Progress for **child outcomes** is measured by developmental domain and by functional outcome. The three functional outcomes are:
1. positive social skills and relationships;
2. knowledge and problem solving; and,
3. self-help and initiative.

Progress for **program quality** is measured by the results of the environment and language and literacy rating scales. The rating scales measure how the classroom environment supports children's physical, cognitive, social-emotional, and language and literacy development.

Progress for **family outcomes** is measured by the percent of families who indicate through a survey that participation has positively influenced their involvement in the early childhood program and helped improve outcomes for their children.

NDE Early Childhood Results Matter Matrix (Birth to Age 5)*

PROGRAM CODE	CHILD OUTCOMES			PROGRAM OUTCOMES			FAMILY OUTCOMES	DISSEMINATION OF PROGRAM RESULTS
(See Appendix A to identify program code.)	Child Outcome Measures (GOLD, COR, AEPSi)	Online Subscription (GOLD, COR, AEPSi)	Fidelity Process (Fidelity Plan)	Program Quality Measures (ECERS-R, ITERS-R)	Annual Self-Assessment (ECERS-R, ITERS-R)	Reliable Observer Onsite visit (ECERS-R, ITERS-R)	Family Survey or KIPS and HOME-SF	Annual Dissemination
EC0001 Districts in year 1 or 2 of grant funding	X	X	X	X		X	Periodically	X
EC0002 Districts in year 3 or beyond of grant funding	X	X	X	X	X	Selected onsite observation	Periodically	X
EC0003 Districts in year 1 or 2 of program approval (non grant)	X	X	X				Periodically	X
EC0004 Districts in year 3 or beyond of program approval (non grant)	X	X	X	X	Starting in year 4 of program approval	Selected onsite observation starting in year 4	Periodically	X
EC0005 Birth to 3 endowment (Sixpence) funding	X	X	X	X		X (annually)	KIPS HOME-SF	X
EC0006 Districts and ESUs serving children B-5 without IFSPs/IEPs in home visiting programs	X	X	X					X

Individual programs may have additional requirements from other funding sources.

KEY: X = Activity is a requirement

Shaded areas = No requirement to complete the activity

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Child Outcomes

Child Outcome Measures

Results Matter in Nebraska calls for child outcomes assessment that

- is based on ongoing observation of children engaged in real activities, with people they know, in natural settings;
- reflects evidence-based practices;
- engages families and primary care providers as active participants;
- integrates information gathered across settings;
- is individualized to address each child's unique ways of learning;
- informs decision about day-to-day learning opportunities for children; and,
- reflects that development and learning are rooted in culture supported by the family.

Each district and ESU is required to subscribe and participate in the NDE Results Matter child outcomes system for **all children birth to age 5 served in any early childhood program.**

Beginning in 2011-12, districts will begin a transition process to move from the three current assessment systems to a single child outcomes assessment system – Teaching Strategies GOLD.   Districts may elect to switch from OnlineCOR and AEPSi in 2011-12, or wait until 2012-13 in order to have a year of transition for planning and training teachers and administrators. For those districts using CreativeCurriculum.net, that system will automatically convert all current users to GOLD beginning in 2011-12. Beginning in 2012-13, all districts will participate in Teaching Strategies GOLD for all children B-5.

The NDE decision to move to a single system is based on a number of needs that have emerged over the past year and have been discussed with the State Results Matter Task Force. At the April 26, 2011 meeting, the Task Force came to consensus about the move to GOLD in 2012-13. Considerations included:

- Need to streamline, simplify and sustain data collection and data quality processes at every level.
- Need for a completely seamless B-5 assessment system to reduce data errors and improve efficiency.
- Need for a comprehensive, user-friendly system with multiple unique features and resources for teachers, families and administrators embedded in the system.
- Need for a system with the capacity and infrastructure to address and respond to multiple needs for managing a statewide system efficiently and effectively.

In addition, the statutory requirement for NDE and the K-12 school system in Nebraska to use a single assessment system (NeSA) for comparability of data suggests this direction for Results Matter as well. The significant need for comparability of early childhood data and confidence in the use of the data for decision-making at every level cannot be overstated.   Scarce resources (staff, time and money) to build and sustain a statewide system require that NDE look carefully and critically at the long-term impact of the systems in place and their costs/benefits. The move to a single assessment system with Teaching

Strategies GOLD will position NDE and school districts to work together in a framework that is effective, efficient and sustainable over time.

This change will require that districts and their early childhood partners retool and retrain over the next 18 months as the transition is made.   It is NDE's expectation that the long-term benefits of this change will prove to be immensely beneficial and essential to supporting accountability at every level to improve outcomes for all young children in Nebraska.

Online Subscription

The cost per child per year under the NDE administrative umbrella for 2011-12 is:

- OnlineCOR.net = $9.45 per child per year, 10% of children archived free, $0.75 per child archive fee for number of children above 10%

- TeachingStrategies.com/GOLD = $10.45 per child per year, no additional cost for archived children equal to the number of children in the subscription; 50 cents per child archive fee for number of children above the subscription total.

- AEPSi.com = $12.00 per child per year, 10% of children archived free. $1.00 per child archive fee for number of children above 10%

Districts switching to GOLD from AEPSi or COR in 2011-12 must select the date the districts wants to have their GOLD subscription activated in order to begin entering child data in GOLD. The date can be any time prior to August 31. All subscriptions must be activated prior to August 31!

A district may start new children in GOLD in 2011-12 and maintain continuing children in the district's AEPSi or COR subscription for 2011-12. When renewing the AEPSi or COR subscription for 2011-12, districts must provide an estimate of child licenses needed for 2011- 2012 and the number of children archived.   When subscribing to GOLD for 2011-12, the same instructions apply.

All 2011-12 GOLD subscriptions will end on July 31, 2012.   If the district GOLD subscription start date is before or after Aug 1, 2011, the district will pay a prorated amount based on the appropriate number of months over or under one year (12 months).

All 2012-13 subscriptions will be August 1, 2012 – July 31, 2013.

The following funding sources may be accessed, as appropriate, to cover the district cost:

- Local district resources, including TEEOSA
- Early Childhood Education Grant Program – Ages 3 to 5
- Early Childhood Education Endowment Program – Ages Birth to 3 (Sixpence)
- Title 1 (for eligible programs)
- Individuals with Disabilities Education Act (IDEA) base and enrollment/poverty (for children with IFSPs/IEPs)
- Partner Agencies (Head Start, community-based programs, etc)
- Parent fees
- Private funders

Fidelity Process

The Results Matter Fidelity Process is designed to assure the reliability and validity of assessment practices using the three current Results Matter tools. The process consists of two parts:

1. Each district, ESU and special education cooperative is responsible for submitting a Results Matter **Fidelity Plan** for child outcomes annually by October 15 as part of the Early Childhood Program Report. The one-page Fidelity Plan describes and documents how the district, ESU or agency will support and supervise teachers/practitioners in maintaining the reliability and validity of child observation data collected.

2. The **Reliability Check** is required to be completed annually by **each** teacher/practitioner responsible for administering and scoring child observations online for children birth to age five. *Note: The Reliability Check is not required for the 2011-12 school year only*.

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Procedures for Child Data Collection and Online Reporting

The requirements for child data collection and online reporting are intended for use by teachers, practitioners, and program administrators who are responsible for measuring and reporting child progress. Unless otherwise noted, the requirements apply to all children birth to age five enrolled in district or ESU early childhood programs and services. This includes all districts and ESUs that serve children in one or more of the following programs:

- Early Childhood Education Grant Programs–Ages 3 to 5
- Early Childhood Education Endowment Programs–Ages Birth to 3 (Sixpence)
- Early Childhood Special Education
- Early Development Network
- District and ESU early childhood programs not receiving grant funds

When appropriate, additional guidance is provided in this section for measuring and reporting progress for children with disabilities, as required by the federal Office of Special Education Programs (OSEP), U.S. Department of Education (see Appendix C).

Getting Started

1. **Which children are required to be assessed?**
   All children birth to age 5 served by a district or ESU are required to be assessed.

2. **How does a district get started in the online assessment system?**
   Once the district yearly subscription is renewed or replaced, the superintendent authorizes an online manager(s) and submits the NDE Online Manager Authorization Form.

3. **How is the online manager authorized or changed?**
   - Go to http://education.ne.gov/OEC.
   - Click on "Results Matter in Nebraska" in the left sidebar.
   - Click on "Online Manager Form."
   - Download the Form.
   - Complete, sign and e-mail to: nde.resultsmatter@nebraska.gov
   - If the capability to e-mail a scanned form is not available, the form may returned by fax to: 402-471-5022, or mailed to Results Matter, c/o NDE Office of Early Childhood, P.O. Box 94987, Lincoln, NE 68509-4987.

4. **What are the responsibilities of the online manager for a district?**
   - The online manager is the point of contact who assumes responsibility for overseeing all data entry, reporting, and information updates related to the management of Results Matter in the district or ESU.
   - These responsibilities include:
     - completing the yearly subscription process;

- ○ managing the fidelity process;
- ○ communicating updates and changes related to the district's chosen assessment tool(s);
- ○ requesting NDE to transfer children between districts; and,
- ○ overseeing the data entry process to ensure that reliable and valid information is provided by teachers and other practitioners.

Decision Rules for District and Head Start Program Partnerships

When districts partner with Early Head Start and/or Head Start (EHS/HS) programs, the following decision rules apply:

5. **Which assessment tool will be used to collect data?**
   - For 2011-12 only: If the EHS/HS program is using COR or GOLD and the district program is using AEPSi, each program will enter their own scores. District and EHS/HS program staff need to identify ways to share documentation to inform the assessment of each program.
   - If the district and the EHS/HS program staff collaborate and collect assessment data together using the same tool, the district and the EHS/HS programs determine who will enter the data.
   - If there were two separate accounts using the same tool for the same child in a previous year, contact OnlineCOR or GOLD technical support to merge the accounts into a single child account.

6. **Who establishes the online child account?**
   - Either the district or the EHS/HS program may establish the child account.
   - If the EHS/HS program establishes the online child account, the district and EHS/HS program staff must identify who will enter child demographics on the online child profile page. The following demographics are required:
     - ○ NSSRS ID number (NDE Student ID)
     - ○ District name: enter district where child is enrolled
     - ○ Funding source
     - ○ If the child has an IFSP or IEP

7. **What is the role of each partner in collecting data?**
   - Staff from both the district and the EHS/HS program should decide who will collect the data and score the child profile.
   - The district is accountable for meeting all NDE Results Matter requirements.

8. **Who pays the online subscription cost?**
   - If the district places a child with an IFSP or an IEP in an EHS/HS program, the district may choose to reimburse the EHS/HS agency for the subscription cost, or the district may choose to pay the subscription cost directly to the publisher.
   - If children are enrolled in both an EHS/HS and a district early childhood program, the district may choose to reimburse the EHS/HS agency for the subscription cost, or the district may choose to pay the subscription cost directly to the publisher.
   - For all children enrolled in a district early childhood program, the district pays the subscription cost directly to the publisher.

9. **Who is responsible for making sure that staff from each program is trained in the use of the online child measurement tool, and that the data is reliable and valid?**
   - All districts are responsible for submitting an NDE Fidelity Plan annually that identifies the strategies to be used for accountability in using the online measurement tools for **all** staff responsible for collecting, entering and scoring observations.
   - Administrators and staff need to determine how all staff from both the district and the EHS/HS program will be included in the Fidelity Plan and the annual Reliability Check.

Demographic Data on Child's Online Profile

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10. **What ID number should be entered?**
   Enter the NSSRS ID number assigned by the NDE Nebraska Student and Staff Record System (NSSRS). This 10-digit number is **required** by NDE for all districts and all children birth to age 5. **DO NOT** use the Special Education SRS number.

11. **What is the child's program entry date?**
   - For typically developing children, the first date of attendance in any district or ESU early childhood program is considered to be the entry date.
   - For children who have IFSPs or IEPs: (See Appendix C)
     - Part C: The child's IFSP meeting date is the program entry date.
     - Part B: The child's IEP date **or** the beginning date of Part B services is the program entry date.

12. **What is required on the demographic page?**
   - Funding sources: Check all that apply to each child. This allows reporting by program funding source. If your program has received an Early Childhood Education grant, continue to check EC Grant.
   - District name: Enter the district where the child is enrolled.
   - Language:
     - For children who do not use spoken language, use the primary language of the family.
     - For children who use spoken language, use the primary language of the child.

13. **How are a child's records identified for OSEP reporting?**
   Mark the child's demographic profile as having an IFSP or IEP.

   GOLD and COR Note: Make sure that the IFSP or IEP box is checked on the child's demographic page, as this triggers their inclusion in the OSEP reports. For OnlineCOR, each anecdote must also be marked as "OSEP" to designate either entry or exit.

   AEPSi Note: Make sure that "YES" is marked for the "OSEP Include" box on the Child Assessment page for ONLY entry and exit data. For ongoing assessments, check "NO" for "OSEP Include."

14. When do programs need to do observational assessments and collect data?

- Child observation and data collection is an ongoing process throughout the year for all children.

- During the checkpoint period of the child's entry into the program, all assessment items are required to completed and entered for each child.

- For all subsequent checkpoint periods, data is required to be updated based on child progress from the previous checkpoint. A paper copy of the previous scoring and documentation will be helpful to enter current checkpoint data.

  Note: For 2011-12 only, Winter 2012 and Summer 2012 checkpoints are not required in order to facilitate the transition to GOLD.

- For children who have IFSPs or IEPs:
  - A child must be in either Part C or Part B for at least six months in order to report entry and exit data.

15. What are the checkpoint data periods?

- FALL: August 15 – October 31

- WINTER: November 1 – February 14

- SPRING: February 15 – May 31

- SUMMER: June 1 – August 14 [12-month programs only]

  Note: For 2011-12 only, Winter 2012 and Summer 2012 checkpoints are not required in order to facilitate the transition to GOLD.
  - *Exception: If a child enters during the winter or summer period, entry data must be completed at those checkpoint dates.*

  AEPSi Note: AEPSi is not set up in periods, but data is due at the same checkpoints.

16. Why is ongoing data collection required at each checkpoint?
Ongoing data collection is required at each checkpoint to provide

- continuous child progress monitoring;

- appropriate program planning for individual children and groups of children;

- a data-based method for evaluating the effectiveness of instructional approaches;

- systematic decision-making to allow early and effective responses to children's learning;

- current information for parent conferences, transition meetings, IEP/IFSP meeting and others; and,

- classroom, program and district data for program administrators and other stakeholders to guide decision-making for improving child and program outcomes.

17. For children who have IFSPs or IEPs, when should the child's entry assessment be completed?

- The child's observational assessment must be completed and all data entered online within 45 calendar days of the child's IFSP or IEP meeting.
  - Exception: For a child who is newly-verified for Part B services after May 1, the observational assessment must be completed and all data entered online within 45 calendar days of the beginning of the following school year.

- ○ A child who enters Part C after March 1st and transitions to Part B in August should **NOT** be entered into Part C for OSEP reporting. That child would be entered as new to Part B in the fall.
  - ○ A child who turns three during the school year, but is still receiving Part C services until August 31st, will not have Part B entry data until those services are initiated in the fall.

  GOLD Note:

  - ○ *Entry data must be recorded in the period of the child's program entry date (IEP or IFSP date), unless there is less than 45 days left in that period. Continue to collect entry data in the next period up to the 45 days, but record the data in the original period.*
  - ○ *When there is less than 3 weeks left in the period, record the entry data in the subsequent period up to the allowed 45 days. After that time, no other data should be entered in that period. Ongoing observations following the 45-day timeline should be recorded in the subsequent period.*
  - ○ *If there is a need to record data in a period other than the current one, the entry period must be changed manually.*
- See Appendix C.

18. **At what age should assessment begin?**

    The initial assessment is not begun before the child is 6 months old.

19. **What if a child is born prematurely, has a significant illness, or lengthy absences?**
    - Do not adjust the child's age for prematurity.
    - For any child birth to age five, the assessment can be postponed if the child has a significant illness or hospitalization during the 45-day assessment period, and as a result cannot have a valid observational assessment completed.
    - If a child is absent for 30 days or more for any reason, archive the child's data and start over when/if the child returns.

20. **For children who have IEPs, which assessment level should be used for reporting preschool children ages 3-5 who have significant delays**?
    - For GOLD: **For OSEP reporting**, GOLD Developmental Continuum requires that entry and exit preschool assessments be based on the child's chronological age. The assessment level that best matches a child's developmental/functional skills should be used for ongoing **program and instructional** purposes.
    - For COR: OnlineCOR allows for the use of the Infant/Toddler assessment if the child scores "0"s on at least 50% of the items on the Preschool COR. If the user selects the Infant COR when the child is over 33 months, the following warning will be displayed: "you will need to use the Preschool COR unless the child is demonstrating significant delay".
    - For AEPSi: AEPSi allows that entry and exit assessments for OSEP reporting may be based on the child's developmental age. Choose the Level that best fits the child's development at the time of the assessment (e.g., Level 1). This is an option **only** if the scores in **all** domains are less than 50% on the developmentally lower scale (B-3 level). If a child age 3-5 years has % scores on any AEPSi domain over 50% on the B-3 protocol, or has only a few domains at 0% on the 3-5 year protocol, the scores on the 3-5 protocol must be reported for Results Matter. It is possible to use the Level 2 assessment at exit if the child has made enough progress to have all levels

assessed at that level. A child cannot have items scored on one domain in level 1 and another domain in level 2. All items must be scored in the *same* level.

Assuring Reliable and Valid Data

21. Is supporting documentation required for scoring the assessment?

- Yes! The authentic assessments used as part of Results Matter are based on ongoing observation of children engaged in real activities, with people they know, across a variety of settings. Supporting documentation is based on multiple sources and methods of documenting children's learning and development. It captures the child's context, i.e. the people and materials they know, those environments that are familiar to them, and any necessary strategies.

- An organized system of documenting observations should be used to achieve the following three essential components:
  - collect facts from ongoing observation;
  - analyze and evaluate the collected facts to get a picture of the child's development; and,
  - use what is learned to plan for both individual and group interests and needs.

- Regularly recording child observations to support numerical scores is a required teacher activity. Observations should be gathered throughout daily routines and activities. This is in contrast to focusing attention only on whether the child has reached a particular learning goal or achieved items on a checklist.

22. What are examples of supporting documentation?

- Examples of supporting documentation based on observation include but are not limited to: anecdotal notes, photographs, video and audio recordings, work samples, portfolios, parent reports, charts, graphs, IFSP and IEP reviews, home visit notes, dictation, data collection forms, child notebooks and folders.

- Supporting documentation is required to be maintained in each child's records until fall of the following school year.

23. What information needs to be included in anecdotal notes?

Anecdotes are short written records of observations. Begin the anecdote with information to set the scene (at work time). For the middle, jot down brief and specific information about what the child did or said (Donald filled the cup with beans and said "This is my coffee."). To complete the anecdote, consider whether the observation has an ending or outcome (and showed it to Shelly who looked inside the cup).

24. How is scoring done in each system?

- For COR: In order to use the scoring option, OnlineCOR requires that anecdotal notes be entered into the textbox. If not entering full anecdotes online, it is acceptable to enter "see file" in the textbox.

- For GOLD: Numerical scores are required for online entry with a textbox available for recording observations.

- For AEPSi: Numerical scores are required for online entry with a textbox available for recording other important information about the child's performance on the AEPSi items. If assistance or

modifications are needed, this is to be noted along with the score. Descriptive information can be collected on the Child Observation Data Recording Form on a regular basis to help support the numerical scoring criteria. Particularly if the child scores a "1", the score should be supported with documentation.

25. **What steps must be taken to ensure that child data is reliable and valid?**

- Each district, ESU, or special education cooperative is responsible for ensuring that staff and contracted providers are adequately trained and mentored with the assessment tool used.

- The NDE Fidelity Process includes two steps to assure the quality of child data:

  1. Fidelity Plan: Local districts submit an annual Fidelity Plan for child outcomes by October 15 as part of the *Early Childhood Program Report* regarding training, mentoring and supervision.

  2. Reliability Check: All teachers and practitioners responsible for scoring are required to complete an annual web-based Reliability Check for documentation of reliability on the assessment tool(s) used.
     Note: The Reliability Check is not required for 2011-12 only.

26. **How does child data transfer between systems?**

- CreativeCurriculum.net data will automatically transfer over to GOLD by August 31, 2011. No additional instructions apply.

- Child data will be available and usable in district AEPSi or COR accounts until the end of the district's subscription with AEPSi or COR.   NDE will set a date in July 2011 and July 2012 on which the active child data B-5 in AEPSi or COR will be transferred electronically behind the scenes. It will not be deleted from current district accounts.   This will allow time for NDE and the publishers to make sure the child data transfer is complete and successful prior to the start of the school year (by August 1, 2011 or August 1, 2012, depending on when the district switches to GOLD).

- The following instructions outline the July 2011 and July 2012 child data transfer process for districts using AEPSi or COR:

  ○ **Run the OSEP report at the child level** to make sure all children with IFSPs and IEPs who **exited during the school year** (July 1 – June 30) are showing up on the report. For AEPSi, it's the OSEP-Progress Data (categories for child) and for OnlineCOR, it's the OSEP Child Status Report.   This means the children's data has been entered correctly and will be reported to OSEP. If they are not showing up on this report, work with your teachers/providers to determine why the data is not showing up or contact Barb Jackson (bjjackso@unmc.edu) for AEPSi or Sue Bainter (suebainter@yahoo.com) for OnlineCOR.

  ○ **Archive all children who have exited from the district early childhood programs**. NDE will be paying for these archived slots during the transition. **NOTE:** All children who exited during the school year (July 1 through June 30) need to be archived. **DO NOT DELETE** this group of children.

  ○ **Export** any child data the district may want to keep for district records.

  ○ **Run** any reports the district would like to have/keep.

  ○ **Delete** those children who exited during or prior to the **2009-2010** school year.

  ○ **Only active children will be transferred from AEPSi and COR to GOLD in 2011-12 and 2012-13**.

27. **What supports are available for teachers/practitioners to improve their observational assessment skills?**

- Assistance is available at no cost to facilitate a group training process and/or share training materials with local supervisors to facilitate the process themselves. Please contact Sandy Peterson at: *sndptrsn0@gmail.com*.
- A variety of observational assessment resources are available through the NDE Early Childhood Training Center at http://www.education.ne.gov/oec/ectc.html.

Accessing Child Data

28. **Who has access to online child and district data?**

- Once data are entered into the online system, data are secure within the system. It is accessible only by those who have a user ID and password for the district's online account.
- NDE has administrative access to all Results Matter accounts in Nebraska. Only authorized NDE personnel with an assigned user ID and password have access to the Results Matter online systems. This allows for immediate problem-solving and checking on the status of online accounts at any time.
- OSEP does not have access to the NDE Results Matter online systems, and no individual child or district data is submitted to OSEP.

Archiving and Deleting Child Data

29. **When should child data be finalized and archived?**

- All data must be finalized annually by June 30.
- Child data can be archived after the child has exited (with both entry and exit data finalized) **OR** after the Fall and Spring data for the child has been collected.
- When the child temporarily leaves the program
- When the child moves from the district but is still eligible to participate

30. **Why is child data archived rather than deleted?**

- Archiving child data allows the district, ESU, and NDE to run multiyear analyses on child progress and outcomes to better assess the effectiveness of the early childhood program over time. Seeing trends over time allows for effective decision making at the district and state levels.

31. **When can child data be deleted?**

- DO NOT DELETE DATA UNTIL INSTRUCTED TO DO SO BY NDE.
- Child data may be deleted for children who **exited in 2009-10 or prior years**.
- Once deleted, data cannot be retrieved at any level.

32. How is a child's record transferred between districts?

- The receiving district checks the NDE Master List of Online Accounts and the assessment tool(s) chosen. The Master List can be accessed at the Results Matter website at: http://www.education.ne.gov/OEC/rm/rm.html. Contact information for each district online manager is provided on the Master List, so that the receiving district can contact the sending district.

- If the child's entry data is based on a tool different from one the receiving district is using, the receiving district should start over with the online tool that they use. A paper copy of the child's completed assessment data from the sending district will be very useful for completing the new assessment.

- For children who have IFSPs or IEPs, the assessment completed by the receiving district will be considered entry data for OSEP reporting. Complete this as entry data only if the child will be in the program for at least six months in order to collect both entry and exit data.

- For Creative/GOLD transfers: If the child came from a district using Creative/GOLD, email Results Matter staff to have them confirm that the child is entered into the system. If in the system, that child's data will be transferred to the new district. Send e-mail to: *nde.resultsmatter@nebraska.gov*

- For COR transfers: The transfer can be completed by program or district level online managers. The sending district will initiate the transfer function by moving the child record into the pending classroom, once the receiving district is known. The sending district will then transfer the child record into the receiving district's pending classroom by selecting the district/program name from the drop down list. The receiving district MUST edit the child's demographic page to fill in the receiving district's name.

- For AEPSi transfers: Contact Monica Belle at Brookes Publishing via email: *mbelle@brookespublishing.com*

33. For children who have IEPs, what are the exit requirements?

- Prior to the child leaving the Part B program or entering kindergarten, data must be collected and entered within 90 days before exit.

- In those rare instances where the IEP team determines that a 5 year-old should continue to be served in a preschool program and who turns 6 while in the preschool program, the child's exit data must be collected at the time of the child's 6th birthday (age 72 months).

- No child who turns 6 prior to January 1 of the current school year may be served in an early childhood program. That child is of mandatory school age and must be served in the K-12 program.

34. For children who have IFSPs, what are the exit requirements?
Data must be collected and entered by August 31st or at the time of transition from IFSP to IEP (no more than 90 days prior to transition).

Creative, GOLD, and AEPSi Note: For reporting purposes only, infant-toddler exit data cannot be used for any child over 36 months of age. The infant-toddler assessments are only normed on children up to that age. Therefore, they are not valid to be used with children who are older than 36 months. As a result, all children in Part C must have their exit assessment completed by 36

months. These children will continue to have an IFSP and a services coordinator until transitioning to preschool services with an IEP.

COR Note:

- o *The norms for the Infant COR are established up to 33 months, which is when the Preschool COR begins. The majority of children in Part C in Nebraska are over 33 months at the time of exit from Part C. For these children, use the Preschool COR for the exit assessment.*

- o *For children who are under the age of 33 months at the time of exit, the Infant COR should be used.*

- o *Exit data from Part C can be used as entry data for Part B, **IF** the entry data for Part B is recorded within 30 days of exit from Part C.*

Program Outcomes

Program Quality Measures

Results Matter in Nebraska calls for program outcome assessments that

- are reliable and valid;
- measure multiple dimensions of the environment;
- are research based and consistently show a relationship between program quality and child outcomes;
- reflect evidence-based practices;
- are inclusive of culture, race and ability;
- inform decisions for continuous program quality improvement; and,
- support teachers, children and families.

Each district and ESU is required to participate in the Results Matter program outcomes system for **all children birth to age 5** using one or more of the following environment rating scales:

- Early Childhood Environment Rating Scale-Revised (ECERS-R)
- Infant Toddler Environment Rating Scale-Revised (ITERS-R)

Quality Standard

Quality standards have been established by NDE and Sixpence.

- ECERS-R and ITERS-R: an overall program score of at least 5 **and** a score of at least 5 on each of the seven subsections.

Programs not meeting the established quality standard must complete an Action Plan for Program Improvement.

Onsite Observation with Assigned Observer

An observer trained to inter-rater reliability will complete an observation of the classroom(s) as assigned by NDE Office of Early Childhood or Sixpence in the fall using the Early Childhood Environment Rating Scale-Revised (ECERS-R) or the Infant Toddler Environment Rating Scale-Revised (ITERS-R). NDE or Sixpence will pay the costs associated with fall observations, as well as spring observations as needed.

Self-Assessment

Sixpence Program Note: This self-assessment process does not apply; however, all Sixpence grantees are required to attend training to use the ITERS-R.

- Beginning in year 3 or 4 of program approval, each district and ESU will complete a self-assessment of the early childhood program quality using the ECERS-R or the ITERS-R.
- At least one staff member from each district or ESU must attend training about the Environment Rating Scale (ERS), which includes an overview and in-depth practice using the ECERS-R or the

ITERS-R (see Appendix D). Any person who has completed the In-Depth Early Childhood Environment Rating Scale training may complete the program quality self assessment for a district.

- Staff selected for training may be, but are not limited to, a classroom teacher, elementary principal, early childhood specialist, student service director or program partner. The district or ESU is responsible for the cost of the training.
- The original ECERS-R or ITERS-R score sheets must be sent to the NDE Office of Early Childhood by **December 31 of each year**.
- NDE will assign an observer trained to inter-rater reliability to complete an observation in selected classrooms throughout the state.
- NDE will pay the costs associated with selected observations.

Procedures for Program Quality Assessment

The requirements for program quality assessment are intended for use by teachers, practitioners, and program administrators who are responsible for measuring and reporting child progress. Unless otherwise noted, the requirements apply to all children birth to age five enrolled in district or ESU early childhood programs and services. This includes all districts and ESUs who serve children in one or more of the following programs:

- Early Childhood Education Grant Programs – Ages 3 to 5
- Early Childhood Education Endowment Programs – Ages Birth to 3 (Sixpence)
- Early Childhood Special Education
- Early Development Network
- District and ESU early childhood programs approved for more than three years

Onsite Observations Contracted by NDE or Sixpence

35. When will the observations take place?

Fall observations will be scheduled starting October 1 and will be completed by December 31. Spring observations, as needed, will be scheduled starting February 1 and will be completed by April 30. The observer assigned to the program will contact the teacher directly to schedule the observation.

36. Who are the observers?

- Observers are persons across the state with an early childhood background who have been trained to inter-rater reliability. The observers are currently working in or with early childhood programs.
- Observers re-establish inter-rater reliability once each year, or every ten observations, whichever comes first.

37. What happens during the observation?

- The observer arrives at the scheduled time and observes for a minimum of 3 hours.
- Following the observation, the observer may ask questions about items they are unable to observe. This usually takes about 30 minutes. Teachers should have time away from children to answer questions.
- The observer completes the scoring, which usually takes about 30 minutes.
- Before the observer leaves, she/he provides feedback to the teacher, administrator, and other program personnel, as appropriate. The program is responsible for assuring that those who should be part of the feedback session are notified and included.
- **It is NOT the role of the observer to provide consultation about program changes**. NDE or Sixpence early childhood staff are available for follow-up consultation (see Appendix E).
- The observer leaves a copy of each completed score sheet with the program.

38. **What happens following the observation?**
- The observer returns the original score sheets to NDE or Sixpence, as appropriate.
- Score sheets are reviewed by NDE Office of Early Childhood and/or Sixpence staff. An Action Plan for Program Improvement may be requested, if needed (see Question #48 in this section).

39. **How should the program prepare for the observation?**
- Helpful information may be found in the books, *All About the ECERS-R* and *All About the ITERS-R*, which explain the observation criteria in detail.

  Note: NDE has provided a copy of All About the ECERS-R *to all districts with an Early Childhood Education Grant Program–Ages 3 to 5*.
- The purpose of the observation is to see what a "typical" program day in the classroom looks like. Teachers should not plan special activities or a field trip for the day of the observation.
- Programs find it is helpful to have a basic understanding of the observation criteria and scoring process. Training is available at sites across the state. Registration information is available on the Early Childhood Training Center website http://ectc.education.ne.gov

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Self-Assessment Observations by Districts and ESUs

Sixpence Program Note: This self-assessment process does not apply; however, all Sixpence grantees are required to attend training to use the ITERS-R. [Skip to Quality Improvement Process, page 24.]

40. **How is the district or ESU informed of the self-assessment procedures?**
- Instructions for completing the self-assessment observation are e-mailed to all qualified districts in mid-October of each year. Instructions are sent to the program contact listed on the *Early Childhood Report* submitted by districts and ESUs.

41. **What does the program need to know about completing the self-assessment?**
- The score sheets for both the ECERS-R and ITERS-R are posted at http://ers.fpg.unc.edu. Click on "Read More" in the goldenrod ECERS-R column or blue ITERS-R column, then "Supplementary Materials," then "Expanded Scoresheet." Print the number of copies needed for each observation. This website also provides other helpful information.
- Reminders for completing the self-assessment:
  - Make sure all indicator boxes are checked. "NA" can only be checked if it is provided as an option on the score sheet.
  - Use the scoring rules to assign a rating for each item on a scale of 1 to 7.
  - Write notes and observations for each item.
  - Carefully calculate substantial portion of the day, if applicable.
  - Calculate a score for each subsection. Calculate the program score.

  Note about "Substantial Portion of the Day": To meet the ECERS-R requirements for Substantial Portion of the Day, most of the children should have a good opportunity to access the learning centers and/or materials on a daily basis. Credit can be given even if a child is taken out for therapy, removed for disciplinary reasons or limited to a certain number of children at one time. However, there should be an opportunity for all children to have access to the center and the materials at some point during the program day.

42. What should be done prior to the self-assessment observation?

- Schedule a date and time for the observation(s) when all, or the majority, of the children will be in attendance.
- Districts and ESUs with more than one classroom grouping of children must assess as follows:
  - For up to 25 groups of children – at least half of the classroom groupings are to be assessed.
  - From 26 to 75 groups of children – at least one-third of the classroom groupings are to be assessed.
  - More than 75 groups of children – at least one-fourth of the classroom groupings are to be assessed.

  Note: A group of children means each individual session, not the physical classroom space; e.g., a morning session and afternoon session = 2 groups of children.

- All classroom staff and observers should be familiar with the observation criteria and supporting materials. Review the observation books, *All About the ECERS-R* and *All About the ITERS-R*, as well as supporting materials such as score sheets, playground information, and other information related to observation.
- When selecting groups to be observed, districts and ESUs are strongly encouraged to choose different classroom groupings from the previous year.

43. What should be done during the self-assessment observation?

- Complete all demographic information on the cover page of each observation score sheet.
- Observe for a minimum of 3 hours.
- Do not interact with the children or the teacher during the observation.
- Score all items, as applicable.
- Complete all sections on the score sheet that require a tally, numbers, or other notes.
- Write notes and observations for each item, as appropriate, on the score sheet. Written comments should be objective and reflect the program, not the personal opinion of the observer.

44. What should be done following the observation?

- Ask questions about items/indicators that were not observed.
- Complete the scoring process.
- Be very careful when assigning a score.
- Double check all math processes for each subsection and the program scores.
- Make a copy of each score sheet to keep with the district program files.
- Return the **entire original** score sheet for the ECERS-R or the ITERS-R. Include a copy of the daily schedule for each classroom observed.
- Mail all materials to: Results Matter, c/o NDE Office of Early Childhood, P.O. Box 94987, Lincoln, NE 68509-4987.
- **December 31** is the deadline to return all materials.

45. **Will programs that complete a self assessment ever have an onsite observation assigned by NDE?**

- Yes. NDE will identify a percentage of classrooms throughout the state each year to be assessed. NDE will assign an observer trained to inter-rater reliability to complete an ECERS-R or ITERS-R observation.
- NDE will pay the costs associated with these observations.

Quality Improvement Process

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46. **What is the quality standard?**

- The NDE and Sixpence quality standard score on the ECERS-R and ITERS-R is an overall program score of at least a 5 **and** a score of at least a 5 on each of the seven subsections.

47. **What if the program does not meet the quality standard?**

The purpose of the program quality evaluation tools is to increase the understanding of local program staff about, and their capacity to provide, high quality early childhood programs within the community.

- Programs not meeting the established quality standard must complete an Action Plan for Program Improvement. The plan will be developed in conjunction with the NDE specialist or Sixpence staff assigned to the district (see Appendix E).
- Any Early Childhood Education Grant Program–Ages 3-5 in year 1 or 2 not meeting the quality standard will have a spring observation completed no later than April 30 (subject to the availability of funds).

48. **What is included in the Action Plan for Program Improvement?**

The Action Plan for Program Improvement includes the following components:

- Changes that will be made and incorporated into the program to address area(s) of concern
- Specific actions that will be taken to implement changes
- The person or entity responsible for each action step
- The time frame to accomplish each action step
- A description of how the district or ESU will ensure that all strategies are implemented and completed, as well as a description of how the district or ESU will ensure that the changes are maintained.

49. **How can districts and ESUs ensure continuous program quality improvement?**

To help continually improve the quality of the early childhood program classroom(s):

- As a staff, discuss any items scored below a 5 on the ECERS-R or ITERS-R. Think critically about changes that can be made to meet the criteria.
- Refer to *All About the ECERS-R* and *All About the ITERS-R* for clarification about indicators and specific items.

  Note: NDE has provided at least one copy of All About the ECERS-R *to each district with an ECE Grant Program-Ages 3 to 5. Copies of these books are available for checkout from the NDE Early Childhood Training Center.*

  Access the NDE Continuous Improvement Process Tool Kit, which provides a framework to assist districts to develop and implement continuous improvement plans. The tool kit with numerous resources is available at http://www.education.ne.gov/CIPToolkit/.
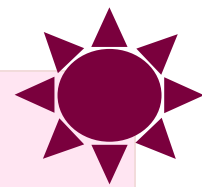
Family Outcomes

IDEA Part C – Ages Birth to 3

The federal Individuals with Disabilities Education Act (IDEA) requires all states to report outcomes of families of infants and toddlers (birth to age 3) with IFSPs. An annual statewide family survey is used to learn if participating in Part C early intervention services for infants and toddlers have helped the family:

     A. Know their rights;

     B. Effectively communicate their children's needs; and,

     C. Help their children develop and learn.

Based on the data and analysis of responses received, the state co-lead agencies for Part C–NDE and the Nebraska Department of Health and Human Services (NDHHS)–collaborate with services coordination contractors, Planning Region Teams and districts to design activities to improve outcomes for families in these targeted areas.

IDEA Part B – Ages 3 to 5

Parents of children ages 3-5 with IEPs complete a parent survey for parents of children and youth ages 3-21. This special education survey is designed to determine the extent to which schools are facilitating parent engagement, and to design strategies to improve parent engagement. Special education parent surveys are part of a 5-year sampling cycle conducted by school districts.

Early Childhood Education Programs – Ages Birth to 5

Periodically, districts and ESUs may be asked to voluntarily participate in an Early Childhood Outcome Family Survey to assess the impact of the program on the families served.

Early Childhood Education Endowment Program–Ages Birth to 3 (Sixpence)

The Home Observation Measurement of the Environment-Short Form (Homes-SF) is a measure of the quality of a child's home environment. The parent educator or classroom teacher completes the survey with the family each fall and spring during a home visit.

The Keys to Interactive Parenting Scale (KIPS), which measures parent-child interaction, is completed each fall and spring for parent engagement programs. Information is used by the parent-educator to support parent-child interactions.

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Dissemination of Evaluation Results
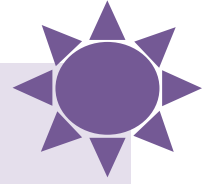
Districts and ESUs

- Districts and ESUs must create a plan for local dissemination of program quality and child outcomes during the first year of operation.
- For each school year beyond year 1, districts and ESUs will disseminate the results of the program evaluation according to the plan.

Nebraska Department of Education

Public reporting within Nebraska

Each year, the Results Matter data is analyzed and published in an annual report disseminated to the State Board of Education, Nebraska Legislature, Early Childhood Education Endowment Board of Trustees, and NDE. Data are used to evaluate the progress of programs in meeting child, program and family outcomes.

- NDE and Sixpence data are reported on a state-aggregated basis, not by district.
- NDE State of the Schools Report (SOSR): Beginning in June 2011, the NDE Office of Special Education will release district Part C and Part B Performance Reports for each district at http://www.education.ne.gov/documents/SOSR.html. This annual public reporting by district is required by OSEP for IDEA Parts C and B.
- In order to ensure complete and accurate data, all districts are given the opportunity to review their own district-level information on a secured site before the district Performance Report is released to the public.

Public reporting to the federal Office of Special Education Programs (OSEP)

- For IDEA Part B: By February 1 of each year, the NDE Office of Special Education is required to submit an Annual Performance Reports (APR) to OSEP that includes state-aggregated child outcomes data for IDEA Part B.
- For IDEA Part C: By February 1 of each year, the Part C co-lead Agencies in Nebraska (NDE and DHHS) are required to submit an APR to OSEP that includes state-aggregated child and family outcomes data.
- The data in both APRs report the total number and percentage of children ages B-3 and ages 3-5 in progress categories for the three child outcomes, as well as progress made toward meeting state targets for each outcome (see Appendix B).

Monitoring Early Childhood Programs
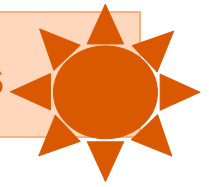
Monitoring

Districts and ESUs with a grant for an Early Childhood Education Program–Ages 3 to 5

- All districts and ESUs in years 1 and 2 with an Early Childhood Education Grant will have an onsite visit annually by staff from the NDE Office of Early Childhood.
- Some districts and ESUs in year 3 and beyond funded with an Early Childhood Education Grant will be selected for onsite visits.

Districts and ESUs without a grant for an Early Childhood Education Program–Ages Birth to 5

- Districts and ESUs that **have never been funded** with an Early Childhood Education Grant or **are no longer receiving** an Early Childhood Education Grant can request a visit by staff from the NDE Office of Early Childhood. The early childhood specialist assigned to each district can be contacted at any time (see Appendix E).
- Some districts and ESUs in year 4 and beyond of program approval will be selected for onsite visits.

Districts with a grant for an Early Childhood Education Endowment Program – Ages Birth to 3 (Sixpence)

- All districts that are funded with an Early Childhood Education Endowment (Sixpence) grant are monitored jointly by staff from the NDE and the Nebraska Children and Families Foundation at least annually.

NDE Special Education Monitoring

The Individuals with Disabilities Education Act (IDEA) requires NDE to review each district's implementation of special education requirements once every five (5) years for both Part B (3-21 years) and Part C (Birth to Age 3) services in Nebraska. Since Nebraska is a birth mandate state (1980) for provisions of free, appropriate public education to all children birth to 21 with disabilities, NDE monitors all school districts and approved cooperatives for implementation of IDEA Birth to 21. As per 92 NAC 51 (NDE Rule 51), services for children and youth B-21 are developed and administered as Below Age Five Services (B-5) and School Age Services (5-21) and are reviewed in that manner so that all elements of each process are reviewed and rated.

To meet these requirements, NDE Office of Special Education has developed and implemented a monitoring process:

- to monitor the implementation of federal and state laws and regulations,
- to identify and correct incidences of noncompliance,
- to identify gaps between current results and desired outcomes, and
- to support the development of improvements strategies at the district level.

The NDE Special Education office reviews a variety data sources to document each school districts' compliance with 92 NAC 51 (Rule 51). NDE Regional Consultants meet with district personnel to schedule monitoring activities.

District Determinations

The Part C and Part B Performance Reports are also used to complete the annual district determinations by NDE. All indicators on the Report are considered, including child outcomes. Determinations are distributed to each district via a secured site on or before June 1 each year.

Reporting

Early Childhood Program Report

- All districts and ESUs must complete the Early Childhood Program Report (Form NDE 24-012), **whether or not** the district serves children in a classroom-based early childhood program. The report is due by October 15 of each year.

- All early childhood education programs, birth to age 5, operated by districts and ESUs are required to comply with *Rule 11–Regulations for Early Childhood Education Programs*.

- The Early Childhood Program Report serves as the official report on the status of meeting the requirements of *Rule 11–Regulations for Early Childhood Education Programs* for districts and ESUs with an early childhood program.

Results Matter Fidelity Plan for Child Outcomes

- All districts, ESUs, and special education cooperatives must complete the Results Matter Fidelity Plan (Form NDE 06-092). The plan is submitted with the Early Childhood Program Report and is due by October 15 of each year.

Technical Assistance
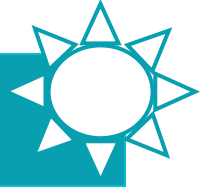
Results Matter in General

For questions about the administration of Results Matter:
    Contact Jan Thelen: *jan.thelen@nebraska.gov*

For questions related to Results Matter implementation:
    Contact the staff person assigned to your district or ESU (see Appendix E)

- Diane Kvasnicka: *diane.kvasnicka@nebraska.gov*
- Linda Meyers: *linda.meyers@nebraska.gov*
- Mary Beth Pistillo: *marybeth.pistillo@nebraska.gov*
- Martha Nash: *martha.nash@nebraska.gov*
- Kathleen Feller: *kfeller@nebraskachildren.org*

Results Matter: Child Outcomes

For questions about the Master List for online accounts:
    Contact Results Matter staff: *nde.resultsmatter@nebraska.gov*

For questions about the administration of the Fidelity Process:
    Contact Jan Thelen: *jan.thelen@nebraska.gov*

For online technical assistance specific to Nebraska online requirements:

- For GOLD and AEPSi: contact Barb Jackson: *bjjackso@unmc.edu*
- For OnlineCOR: contact Sue Bainter: *sue.bainter@yahoo.com*

For online technical assistance related to online assessments:

- For AEPSi.com: 866-386-2666–Select Option #1.   Available 24/7
- For TeachingStrategies.com/GOLD: 866-736-5913. Available Monday-Friday, 7:00 AM-7:00 PM-Central
- For OnlineCOR.net: 888-386-3822. Available Monday-Friday, 7:00 AM- 4:00 PM-Central

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Results Matter: Program Outcomes

For questions about the observation process:

Contact the staff person assigned to your district or ESU (see Appendix E)

- Diane Kvasnicka: *diane.kvasnicka@nebraska.gov*
- Linda Meyers: *linda.meyers@nebraska.gov*
- Mary Beth Pistillo: *marybeth.pistillo@nebraska.gov*
- Martha Nash: *martha.nash@nebraska.gov*
- Kathleen Feller: *kfeller@nebraskachildren.org*

For questions about GOLD online and curriculum training:

Contact Martha Nash: *martha.nash@nebraska.gov*

For questions about environment rating scales training:

- Contact Mary Beth Pistillo: *marybeth.pistillo@nebraska.gov*
- See Appendix D

To borrow materials:

- Search the NDE Early Childhood Training Center media collection at http://ectc-library.education.ne.gov/

Appendix

Appendix A: Programs Fact Template

Appendix B: Child Outcomes Measurement and Reporting Process for OSEP.

Appendix C: Entry Exit Decision Flow Chart for Children Who Have IFSPs and IEPs

Appendix D: ERS Training Schedule

Appendix E: Map of NDE EC Technical Assistance Contacts

Appendix F: Map of Early Learning Connection Partnership Regions

Appendix G: Early Childhood Calendar

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PROGRAMS FACT TEMPLATE
Early Childhood Education Program
For 2011-12

All districts must complete the Nebraska Student and Staff Record System (NSSRS) Programs Fact template for all children enrolled in a district or ESU center-based early childhood program. The lists below will assist district personnel in determining the appropriate Participation Info Code [Programs Fact: Participation Info Code (18)] to use for the early childhood program(s) operated by the district. It may be appropriate that more than one participation info code will be used within the district; however, an individual student will only be assigned one participation info code.

Please refer to the NSSRS website www.education.ne.gov/nssrs for additional information. Districts with a new early childhood program, districts that no longer have an early childhood program, and districts with questions regarding the Early Childhood Programs Fact template should contact Linda Meyers, Education Specialist, NDE, Office of Early Childhood, 402-471-2980, linda.meyers@nebraska.gov

EC0001 – NDE Grant Funded Early Childhood Education Program
EC0002 – Qualified NDE Grant Funded Early Childhood Education Program
EC0003 – NDE Approved Early Childhood Education Program
EC0004 – Qualified NDE Approved Early Childhood Education Program
EC0005 – Early Childhood Birth to Age 3 Endowment Grant Program (Sixpence)

Adams Central Public Schools – **EC0002**

Ainsworth Community Schools – **EC0001**

Alliance Public Schools – **EC0004 & EC0005**

Alma Public Schools – **EC0004**

Amherst Public Schools – **EC0003**

Anselmo-Merna Public Schools – **EC0004**

Arapahoe Public Schools – **EC0004**

Arlington Public Schools – **EC0004**

Ashland-Greenwood Schools – **EC0004**

Auburn Public Schools – **EC0001 & EC0003**

Aurora Public Schools – **EC0004**

Axtell Community Schools – **EC0004**

Bancroft-Rosalie Community Schools – **EC0002 &**

EC0004 Battle Creek Public Schools – **EC0004**

Beatrice Public Schools – **EC0002 & EC0004**

Bellevue Public Schools – **EC0004**

Bennington Public Schools – **EC0004**

Bertrand Public Schools – **EC0004**

Blair Community Schools – **EC0004**

Blue Hill Public Schools – **EC0002**

Boone Central Schools – **EC0004**

Broken Bow Public Schools – **EC0004 & EC0005**

Bruning-Davenport Unified System – **EC0004**

Burwell Public Schools – **EC0002 & EC0004**

Centennial Public Schools – **EC0001 & EC0003**

Central City Public Schools – **EC0004**

Centura Public Schools – **EC0002**

Chadron Public Schools – **EC0004**

Clarkson Public Schools – **EC0001**

Cody-Kilgore Public Schools – **EC0003**

Coleridge Community Schools – **EC0004**

Columbus Public Schools – **EC0002 & EC0004**

Conestoga Public Schools – **EC0004**

Cozad City Schools – **EC0004**

Crawford Public Schools – **EC0004**

Creighton Public Schools – **EC0002**

Crete Public Schools – **EC0004 & EC0005**

Cross County Community Schools – **EC0004**

David City Public Schools – **EC0004**

Deshler Public Schools – **EC0002**

Diller-Odell Public Schools – **EC0002**

Doniphan-Trumbull Public School – **EC0002**

Dorchester Public Schools – **EC0004**

D C West Community Schools – **EC0004**

Dundy County Public Schools – **EC0004**

East Butler Public Schools – **EC0004**

Elba Public Schools – **EC0004**

Elgin Public Schools – **EC0004**

Elkhorn Public Schools – **EC0004**

Elkhorn Valley Schools – **EC0004**

Elwood Public Schools – **EC0004**

Emerson-Hubbard Public Schools – **EC0004**

Eustis-Farnam Public Schools – **EC0004**

Exeter-Milligan Public Schools – **EC0004**

Fairbury Public Schools – **EC0004**

Falls City Public Schools – **EC0004**

Fillmore Central Public Schools – **EC0004**

Fort Calhoun Community Schools – **EC0004**

Franklin Public Schools – **EC0002 & EC0004**

Freeman Public Schools – **EC0001**

Fremont Public Schools – **EC0004**

Friend Public Schools – **EC0004**

Garden County Schools – **EC0004**

Gering Public Schools – **EC0002 & EC0004**

Gibbon Public Schools – **EC0002 & EC0004**

Gordon-Rushville Public Schools – **EC0002 & EC0004**

Grand Island Public Schools – **EC0002 & EC0004**

Greeley-Wolbach Public Schools – **EC0004**

Gretna Public Schools – **EC0004**

Hampton Public Schools – **EC0004**

Harvard Public Schools – **EC0004**

Hastings Public Schools – **EC0004**

Hay Springs Public Schools – **EC0002**

Hayes Center Public Schools – **EC0004**

Heartland Community Schools – **EC0004**

Hemingford Public Schools – **EC0004**

Hitchcock County School System – **EC0004**

Holdrege Public Schools – **EC0002**

Howells Public Schools – **EC0001**

Humboldt Table Rock Steinauer Schools – **EC0004**

Johnson County Central Public Schools – **EC0002**

Johnson-Brock Public Schools – **EC0004**

Kearney Public Schools – **EC0002 & EC0004**

Kenesaw Public Schools – **EC0002**

Kimball Public Schools – **EC0004**

Laurel-Concord Public Schools – **EC0004**

Lewiston Consolidated Schools – **EC0002 & EC0004**

Lexington Public Schools –**EC0002 & EC0004**

Lincoln Public Schools –**EC0002 & EC0004 & EC0005**

Litchfield Public Schools – **EC0004**

Loomis Public Schools – **EC0004**

Louisville Public Schools – **EC0004**

Loup City Public Schools – **EC0004 & EC0005**

Lyons-Decatur Northeast Schools – **EC0002**

Maywood Public Schools – **EC0003**

McCook Public Schools – **EC0004**

McCool Junction Public Schools – **EC0004**

Milford Public Schools – **EC0004**

Millard Public Schools – **EC0004**

Minden Public Schools – **EC0004**

Mitchell Public Schools – **EC0002 & EC0004**

Morrill Public Schools – **EC0002 & EC0004**

Nebraska Unified District 1 – **EC0004**

Neligh-Oakdale Schools – **EC0002 & EC0004**

Newcastle Public Schools – **EC0004**

Newman Grove Public Schools – **EC0002**

Niobrara Public Schools – **EC0001**

Norfolk Public Schools – **EC0002 & EC0004**

Norris School District 160 – **EC0004**

North Loup Scotia Public Schools – **EC0004**

North Platte Public Schools – **EC0002**

Northwest Public Schools – **EC0002 & EC0004**

Oakland-Craig Public Schools – **EC0002**

Ogallala Public Schools – **EC0001 & EC0003**

Omaha Public Schools – **EC0002 & EC0004 & EC0005**

O'Neill Public Schools – **EC0002 & EC0004**

Ord Public Schools – **EC0002 & EC0004**

Overton Public Schools – **EC0004**

Palmer Public Schools – **EC0002**

Palmyra District OR 1 – **EC0002**

Papillion-La Vista Public Schools – **EC0004**

Pawnee City Public Schools – **EC0004**

Pender Public Schools – **EC0004**

Pierce Public Schools – **EC0004**

Plainview Public Schools – **EC0003**

Plattsmouth Community Schools – **EC0004 & EC0005**

Pleasanton Public Schools – **EC0004**

Ponca Public Schools – **EC0004**

Ralston Public Schools – **EC0004**

Ravenna Public Schools – **EC0003**

Red Cloud Community Schools – **EC0004**

Santee Community Schools – **EC0004 & EC0005**

Schuyler Community Schools – **EC0004**

Scottsbluff Public Schools – **EC0004**

Scribner-Snyder Community Schools – **EC0004**

Seward Public Schools – **EC0004**

Shickley Public Schools – **EC0004**

Sidney Public Schools – **EC0004**

Silver Lake Public Schools – **EC0004**

Sioux County Public Schools – **EC0004**

South Central NE Unified System 5 – **EC0002**

South Sarpy District 46 – **EC0004**

South Sioux City Community Schools – **EC0004**

Southern School District 1 – **EC0004**

Southern Valley Schools – **EC0004**

Southwest Public Schools – **EC0004**

St. Paul Public Schools – **EC0002 & EC0004**

Stuart Public Schools – **EC0002**

Sumner-Eddyville-Miller Schools – **EC0002**

Superior Public Schools – **EC0004**

Sutton Public Schools – **EC0004**

Syracuse-Dunbar-Avoca Schools – **EC0004**

Tekamah-Herman Community Schools – **EC0004**

Thayer Central Community Schools – **EC0002**

Thedford Public Schools – **EC0004**

Tri County Public Schools – **EC0002**

Twin River Public Schools – **EC0002 & EC0004**

Umon' ho' Nation Public Schools – **EC0004 & EC0005**

Wahoo Public Schools – **EC0004**

Wakefield Public Schools – **EC0004**

Walthill Public Schools – **EC0004 & EC0005**

Wauneta-Palisade Public Schools – **EC0004**

Weeping Water Public Schools – **EC0004**

West Boyd School District – **EC0002**

West Point Public Schools – **EC0004**

Wheeler Central Public Schools – **EC0001**

Wilber-Clatonia Public Schools – **EC0002 & EC0004**

Wilcox-Hildreth Public Schools – **EC0004**

Wisner-Pilger Public Schools – **EC0001**

Wood River Rural Schools – **EC0002**

Wynot Public Schools – **EC0003**

York Public Schools – **EC0002 & EC0005**

Yutan Public Schools – **EC0002 & EC004**

Early Childhood Education

Type of Program	When included in Programs Fact
Early Childhood Education	Expected in fall and at year-end.

This is a cumulative set of students; include all students served in the specified Early Childhood Education program at any time during the school year.

A Student template must first be submitted for each student appearing in a Programs Fact template or the data loading process will reject the record.

* County District Number [Programs Fact:District Code (1)]
This is the number assigned to your school district by NDE and should include a hyphen ("-") between the county number and the district number. The number is based on the county in which the district headquarters is located and an assigned district number. You have used this number in reporting before NSSRS; it was preprinted on your forms in the past. This value is used in every template. This is a key field; a value must be supplied for each record or the data loading process will reject the record. The County District Number can be obtained from the Education Directory Search (http://educdirsrc.education.ne.gov).

School Number [Programs Fact:Program Location Code (2)]
Provide the primary school number the student is attending. This number is the last three digits of the county district school number which was preprinted on your forms in the past. The School Number can be obtained from the Education Directory Search (http://educdirsrc.education.ne.gov).

* School Year [Programs Fact:School Year Date (3)]
Provide the literal "2012-06-30". This is a key field; a value must be supplied for each record or the data loading process will reject the record.

* NDE Student ID [Programs Fact:Student ID (4)]
Provide the 10 digit Nebraska Department of Education Student Identifier. This is a key field; a value must be supplied for each record or the data loading process will reject the record. This ID is validated against the Nebraska Uniq-ID system during the File Validation process.

* Programs Code [Programs Fact:Programs Code (5)]
Provide the literal "ERLYCHLD". This is a key field; a value must be supplied for each record or the data loading process will reject the record.

Code	Description
ERLYCHLD	NDE Approved Early Childhood Education Program

* Beginning Date [Programs Fact:Program Start Date (6)]
Provide the date in YYYY-MM-DD format representing the first day of the school year. This is a key field; a value must be supplied for each record or the data loading process will reject the record. The data loading process will check for valid dates.

Participation Info Code [Programs Fact:Participation Info Code (18)]
Provide additional information regarding the student's participation in the program.

Code	Description	Explanation
EC0001	NDE Grant Funded Early Childhood Education Program Students in state grant funded center-based early childhood education program that has not yet been funded for three consecutive years; not eligible for state aid.	• Provide only one record per student, for all students, age birth through five served by center-based early childhood education programs approved under Rule 11. This includes non-resident students as well as delegates and partners. • Students age birth to five that are served only by Special Education and not in a center-based program would not be included the Programs Fact template; these students are reported in the Student, Student Snapshot, School Enrollment, Special Education Snapshot, and Student Summary Attendance templates as applicable. • If the district is the Head Start grantee or delegate and only federal Head Start grant funds are used then only Participation Info Code [Programs Fact:Participation Info Code (18)] values "EC0003" or "EC0004" would apply.
EC0002	Qualified NDE Grant Funded Early Childhood Education Program Students in a state grant funded center-based early childhood education program that has been funded for three consecutive years; therefore, four year old students as of October 15 are eligible for state aid.	
EC0003	NDE Approved Early Childhood Education Program Students in a center-based Rule 11 approved early childhood education program that is not state grant funded and has not been approved for three consecutive years; not eligible for state aid.	
EC0004	Qualified NDE Approved Early Childhood Education Program Students in a center-based Rule 11 approved early childhood education program that is not state grant funded and has been approved for three consecutive years; therefore, four year old students as of October 15 are eligible for state aid.	
EC0005	Early Childhood Birth to Age 3 Endowment Grant Program Students age birth to age 3 served in a center-based program or a home visitation program or a combination of the two programs. Applies only to public school districts receiving an Early Childhood Birth to Age 3 Endowment Grant.	The Early Childhood Birth to Age 3 Endowment Grant Program is a public – private funded endowment to provide grants to public school districts to provide programs and services for infants and toddlers who are at risk for school failure. Grants are awarded by the Endowment Board of Trustees through the Nebraska Department of Education.
	(continued on next page)	

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Code	**Description**	**Explanation**
EC0006	Home-based Early Childhood Education Program Students age birth to kindergarten entrance age served in a home visitation program.	• Provide only one record per student, for all students, age birth through five served by a home-based early childhood education program. This includes non-resident students as well as delegates and partners. • Students age birth to five that are served in a center-based program are not included in Participation Info Code [Participation Info Code (18)] value "EC0006" • If the district is the Head Start grantee or delegate and only federal Head Start funds are used then only Participation Info Code [Participation Info Code (18)] value "EC0006" would apply.

Please refer to the NDE Office of Early Childhood website (http://www.education.ne.gov/OEC/) for lists of Early Childhood Birth to Age 3 Endowment Grant Programs as well as NDE Grant Funded, Qualified NDE Grant Funded, NDE Approved, and Qualified NDE Approved programs.

ResultsMatter
Nebraska

Child Outcomes Measurement and Reporting Process

The Early Childhood Outcomes Center has been collaborating with national experts to develop a process for converting early childhood assessment results to scores on the three OSEP-required child outcomes. These child outcome scores allow us to compare results from across the state while maintaining flexibility for local programs to choose their preferred assessment tool from three NDE- required tools. This chart describes the assessment process for children B-5 served by school districts and the Early Development Network through early intervention (Part C) and early childhood special education (Part B). This process culminates in the reporting of Nebraska child outcomes data to the federal Office of Special Education Programs (OSEP) for Part C Indicator 3 and Part B Indicator 7.
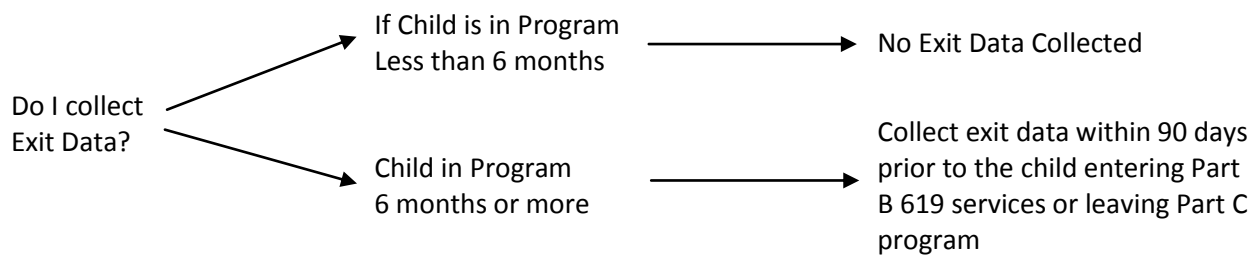
The Assessment Process:

Body of Evidence
- Systematic, ongoing observations
- Documentation (observation anecdotes, photos, videos, work samples)
- Family reports
- Assessment data from other sources

Completion of Approved Assessment
- Body of evidence considered
- Assessment in all domains completed
- Results entered online

Conversion to Summary Statements for Target Setting
- Automated conversion
- Combines OSEP category data to describe child progress
- Used as the basis for setting targets for improvement

Conversion to OSEP Reporting Categories
- Automated conversion
- Yields 5 OSEP reporting categories for each outcome
- Reported for all children exiting early intervention or preschool special education services

Conversion to Child Outcomes Scores
- Automated conversion using the online systems
- Conversion calibrated to each assessment tool based on research data
- Allows comparison of results across different assessments

Reporting to OSEP:

Three Child Outcomes:
A. Children have positive social skills including positive social relationships.
B. Children acquire and use knowledge and skills including language /communication.
C. Children take appropriate action to meet their needs.

Five OSEP Reporting Categories:

For each of the child outcomes:

a. Percent of children who did not improve functioning
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach it
d. Percent of children who improved functioning to reach a level comparable to same-aged peers
e. Percent of children who maintained functioning at a level comparable to same-aged peers.

Two OSEP Summary Statements:

For each of the child outcomes:

1. Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program.
2. The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.

ENTRY/EXIT FLOW CHART FOR CHILDREN WHO HAVE IFSPs AND IEPs

Part C (Birth – 3)

For a Newly-Verified Child:

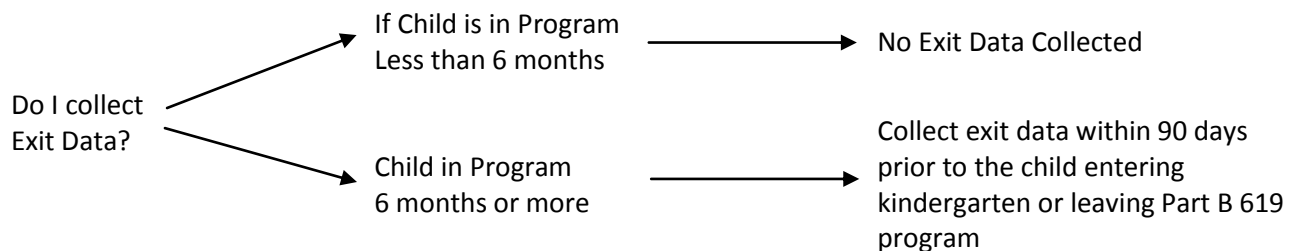**Entry Date = IFSP Date**

When the Child Exits Part C:

Do I collect Exit Data?

- If Child is in Program Less than 6 months → No Exit Data Collected
- Child in Program 6 months or more → Collect exit data within 90 days prior to the child entering Part B 619 services or leaving Part C program

NOTE: A child who enters Part C ***after March 1st*** and transitions to Part B 619 in August should **NOT** be entered into Part C for OSEP reporting. That child would be entered as new to Part B 619 in the fall.
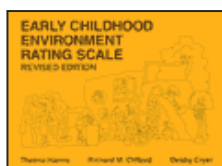
Part B 619 (Ages 3 – 5)

For a Newly-Verified Child or Child Transitioning from Part C:

Entry Date **=** IEP Date **or** Date When Part B Services are Initiated

When the Child Exits Part B:

Do I collect Exit Data?

- If Child is in Program Less than 6 months → No Exit Data Collected
- Child in Program 6 months or more → Collect exit data within 90 days prior to the child entering kindergarten or leaving Part B 619 program

Environment Rating Scale Training
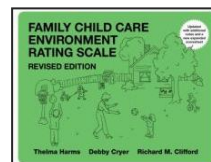
2011 Training

October 18-19-20 @ Lincoln

2012 Training

April 17-18-19 @ Kearney
June 19-20-21-22 @ Lincoln
October 16-17-18 @ Omaha

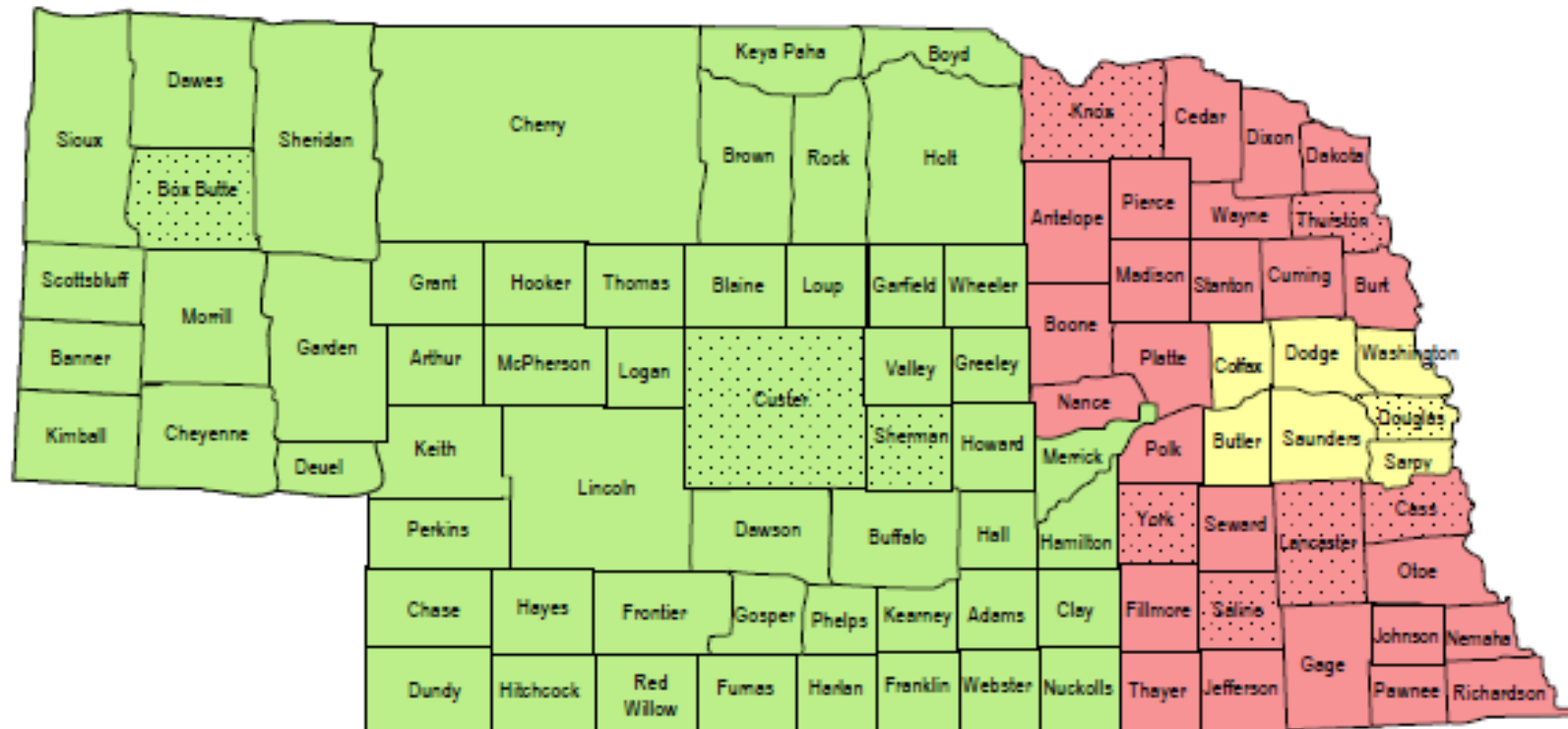**Registration information:** www.education.ne.gov/OEC/train/ers/ers.html

For additional information contact:
Mary Beth Pistillo
Phone: 402-557-6893
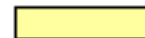marybeth.pistillo@nebraska.gov

Early Childhood Program Contacts

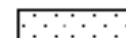|			
Sioux	Dawes	Sheridan	Cherry
	Box Butte		Keya Paha / Brown / Rock / Boyd / Holt

Linda Meyers
402-471-1860
linda.meyers@nebraska.gov

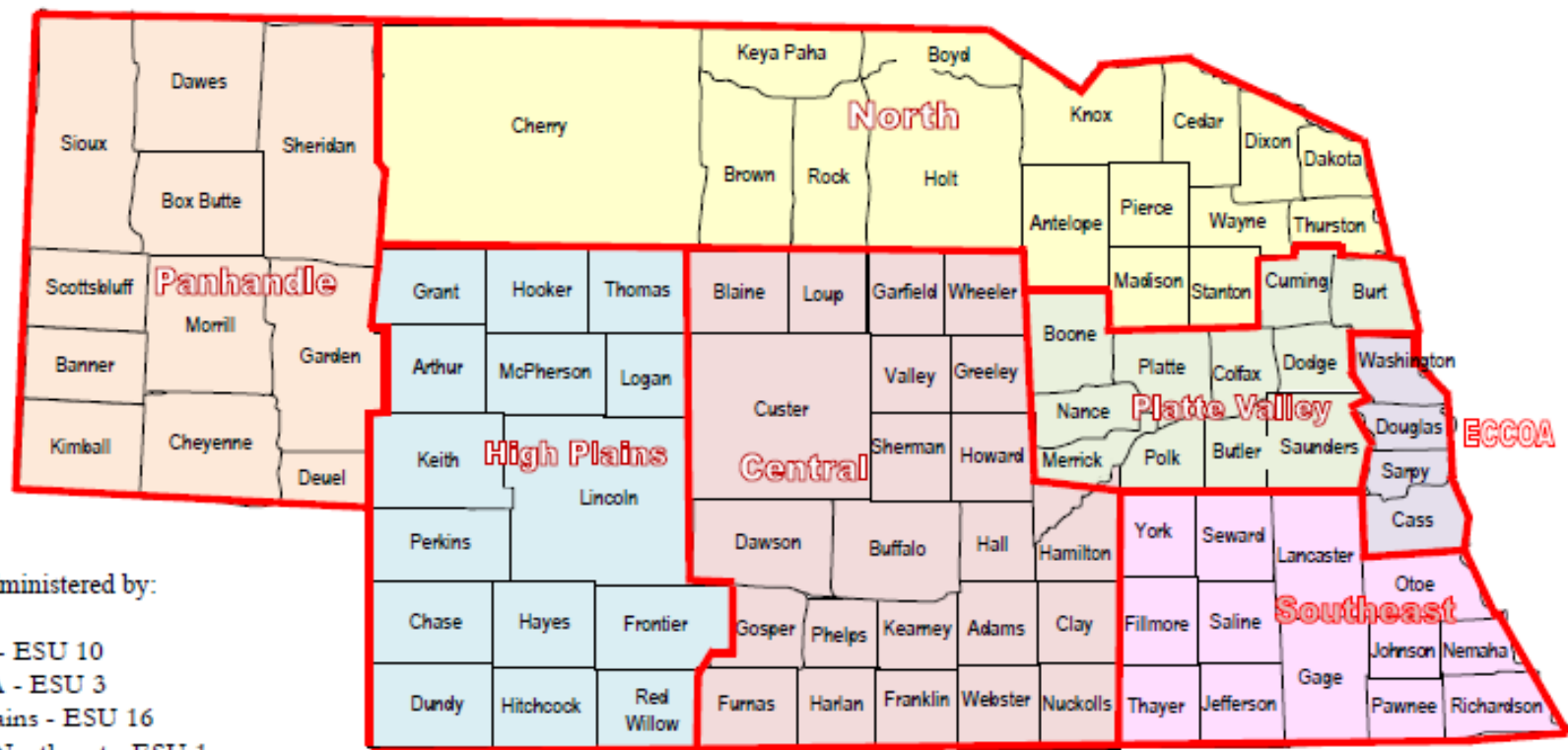Diane Kvasnicka
402-471-0951
diane.kvasnicka@nebraska.gov

Mary Beth Pistillo
402-557-6893
marybeth.pistillo@nebraska.gov

(Sixpence)

Kathleen Feller
402-817-2018
kfeller@nebraskachildren.org

Martha Nash
402-557-6892
martha.nash@nebraska.gov

Early Learning Connection Partnership Regions
(Effective October 1, 2011)

Grant administered by:

Central - ESU 10
ECCOA - ESU 3
High Plains - ESU 16
North/Northeast - ESU 1
Panhandle - ESU 13
Platte Valley - ESU 7
Southeast - ESU 6

(4/8/11)

NDE Early Childhood Calendar

	All EC Education Programs	EC Education Grant Programs	Birth-3 Endowment Programs (Sixpence)
JULY		**31** Year-end Report (Budget & Supplemental data due)	**31** Match form to NCFF
AUGUST	TBA -Meeting with EC classroom teachers **1** Results Matter online assessment subscription window opens **14** Results Matter Summer checkpoint	**15** Final reimbursement request to NDE	**15** Final reimbursement request to NDE
SEPTEMBER	**30** Student Template, Student Snapshot & EC Programs Fact Template in NSSRS **30** Results Matter online assessment subscription due with payment to publisher		○ Program Visits
OCTOBER	**1** Special Education Final Financial Report for Children with Disabilities Birth to Age Five **15** Rule 11 Program Report **15** Results Matter Fidelity Plan **15** PK Instructional Hours in CDC **31** Results Matter Fall checkpoint	○ Results Matter Program Quality observations	○ Child and Family Outcome Assessments sent to Programs ○ ITERS/HANEN initiated
NOVEMBER		○ Results Matter Program Quality observations	○ Child and Family Outcome Assessments due to MMI
DECEMBER	**31** Results Matter Program Quality self-assessment due (see EC Matrix)	○ Results Matter Program Quality observations	
JANUARY	○ Results Matter Reliability Check ○ Monitoring visits (selected)	○ Grant Monitoring Visits	○ Mid-Year Visits **15** 6-month Program Report to NCFF ○ ITERS/HANEN Completed
FEBRUARY	○ Results Matter Reliability Check ○ Monitoring visits (random) **14** Results Matter Winter checkpoint	○ Grant Monitoring Visits	○ ITERS/HANEN Completed
MARCH	○ Monitoring visits (selected)	○ Grant Monitoring Visits	○ Monitoring Visits
APRIL		○ Grant Monitoring Visits	○ Monitoring Visits ○ Child and Family Outcome Assessment including Survey Sent to Programs ○ HoVERS to MMI
MAY	**31** Results Matter Spring checkpoint	**19** Continuation Applications open in GMS	
JUNE	**7** EC Program Approval by State Board of Education **30** Attendance report in NSSRS	**15** Continuation Applications in GMS due	**15** End of Year Report, Year 3 Budget Action Plan due to NCFF **30** Teacher/Home Visitor Turnover data to MMI

** Special requirements for grant funded (ages birth to 3 or ages 3-5 programs) are outlined.
These requirements are **in addition** to the activities required for all early childhood education programs.